

Instructor's name: DuWayne Dale

Course Title: MUSM 370 Concert Band

Observer's name: Julia Finch

Observation date: May 1, 2019

On Wednesday, May 1, 2019, I had the opportunity to observe Dr. DuWayne Dale as he led a rehearsal during the final class of MUSM 370 Concert Band in preparation for their spring concert. Dr. Dale had previously sent me, as well as the entire class, an email containing the concert order, recordings of their previous rehearsal, and links to videos of the various pieces they were performing. Dr. Dale was well organized and prepared for the rehearsal, which began promptly at 5:00 p.m.

I was impressed with the level of respect that students had for Dr. Dale and for their peers as he began the rehearsal. Students quieted with just a signal (raised hand) from Dr. Dale. They discussed logistics and concert etiquette. The students then tuned their instruments and Dr. Dale moved around the stage to check pitch. Throughout this preparation, the students and Dr. Dale were smiling and talking casually with one another, but they were professional in their preparations. I am sure that Dr. Dale had previously worked through the semester to develop a strong rapport with students and build respect for one another as performers. When Dr. Dale had to call out reminders about performance etiquette and professional behavior, students quickly complied.

The rest of the class period was devoted to a walk-through of the program. Dr. Dale gave information about each piece and maintained high energy throughout my observation. Dr. Dale was able to demonstrate correct notes with his voice, and to pick apart the various components of the performance to find where an incorrect note had been hit—this was all amazing to an observer who is not trained as a musician, let alone as a musical educator! Some particular pedagogical moments stood out to me. For example, Dr. Dale's willingness to admit his own mistake and to showcase it as a learning opportunity is an invaluable lesson, I would imagine, to students of music. I also believe that Dr. Dale's immediate positive response to any corrections that had to be made would be very beneficial to his students. If there was a mistake in the performance, the concert band was immediately stopped so that the correction could be made, and then Dr. Dale gave praise for the corrected performance. He also positively acknowledged soloists and students who were behaving with proper etiquette throughout the rehearsal.

Although I do not have a background in music education, in my observation of Dr. Dale, I witnessed the pedagogical hallmarks of establishing trust and respect between instructor and student in order to cultivate a constructive learning experience.

Submitted by Julia Finch, Assistant Professor of Art History